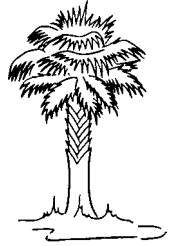


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# Chapter 1

## TEACHING AND LEARNING SOCIAL STUDIES



The primary objective of the standards document is to describe what students should know and be able to do in social studies. However, prior to these descriptions it is important to review some essential principles in teaching and learning. Recognizing that teacher-student interaction is at the heart of education, this chapter offers guiding principles portraying ideal social studies teaching and learning. These principles are adapted from the position statement by the National Council for the Social Studies (NCSS) entitled “A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy.” Social studies instruction is effective when it is meaningful, integrative, active, and challenging, when it promotes understanding of diversity, and when it uses local community resources and technology effectively.

### Meaningful

Students learn based upon what they already know. This means that new information must be linked to their prior knowledge and experiences.

- Students learn connected networks of knowledge, skills, beliefs, and dispositions that they will find useful both in and outside of school. New information is related to students’ prior knowledge and experiences. For example, when teaching about the World War II Holocaust, a fifth-grade teacher used the following questions to connect events that happened more than fifty years ago with children’s lives today: “What does an event that

happened in the 1940s have to do with us today?” “Have you ever been swept up in an idea that you knew was wrong, but you continued to go along with it because you did not want to appear to be an outsider?” “Have you ever put someone down because he or she was different from you?” “How would you feel if everything that was important to you was suddenly taken away?” “Could an event like the Holocaust happen again? Why or why not?” Through questions such as these, students compare the past to the present and, as a result, learn more about themselves.

Furthermore, new information is presented in ways that allow students to find patterns or relationships within that information and apply it to new situations. Facts and skills are not taught in isolation. For example, in an eleventh-grade history class, the teacher shows the students a series of maps. The first map depicts Native American territory prior to the Europeans’ arrival in North America. The final map shows Native American lands and communities of the late twentieth century. The teacher facilitates a discussion about changes in land ownership by Native Americans over the history of North America, but the students draw inferences from the maps. Students analyze data presented in the maps and think critically about the changes reflected in the data—why the changes occurred and what are their possible future implications for Native Americans.

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In another activity, a fourth-grade teacher wants students to compare the past to the present. He has students select a topic of interest regarding something that existed in the United States at some point between 1860 and 1930 and is still around today, although it may have changed a great deal. Students select tasks such as comparing settlement houses like Hull House to community centers today, communications companies in the 1880s to those of today, music of the 1920s to music today, and/or automobiles of the early twentieth century, like the Model T, to automobiles today. Students are allowed to choose the method by which their comparisons will be shared with the class: some students write short papers, others make videos or conduct interviews, and still others do short multimedia presentations. In their presentations, students are required to make predictions about the status of these topics in the future, thus completing an exercise requiring the formation of generalizations along with the application of these generalizations to the future.

- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application. Too frequently, social studies teachers are driven by the perceived need to cover a large body of content. This practice undermines effectiveness: “The most effective teachers . . . do not diffuse their efforts by covering too many topics superficially. Instead, they select for emphasis the most useful landmark locations, the most representative case studies, the most inspiring models, the truly precedent-setting events and the concepts and principles that their students must know and be able to apply in their lives outside of school” (“A Vision” 1993, 216). Effective teachers focus student attention on the most important ideas.

The significance and meaningfulness of the content are emphasized in how it is presented to students and how it is

developed through activities. New information is presented in ways that allow students to see the relationships among elements of the information. Timelines, charts, matrices, and other graphic devices may be used.

Teaching emphasizes authentic activities and assessment tasks. Rather than doing the traditional research paper, students develop a museum display on colonial life, complete with replica artifacts and fully documented research.

### **Integrative**

Social studies is by its very nature integrative. The study of important social issues requires insights from across the disciplines that inform social studies.

- Teaching is integrative in its treatment of topics. These topics transcend particular disciplinary treatment. For example, the study of the family is informed by sociology, history, anthropology, and psychology.
- Teaching is integrative across time and space. Social studies allows students to study the past to inform themselves in the present and direct themselves in the future. Social studies provides students with a lens through which they study other cultures and reflect on their own culture.
- Teaching integrates knowledge, skills, beliefs, values, and dispositions into action. Effective social studies teaching recognizes the close relationship between content and process.

### **Active**

Effective social studies teaching requires the active involvement of the student in processing information and creating connections in

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order to further his or her understanding. The role of the teacher becomes one of facilitating students' connection-making through a focus on organizing themes, issues, or concepts and of providing students with opportunities to investigate source materials and draw conclusions.

- The teacher facilitates active student learning through the following strategies:
  - continually adjusting instruction to address the individual needs of students;
  - collaborating with students in the learning process;
  - incorporating a variety of instructional materials and resources such as photographs, maps and other graphics, videos, primary sources, and the Internet;
  - using community resources such as guest speakers and historic places;
  - developing lessons that require students actively to manipulate information in a variety of formats and engage in higher-order and critical thinking;
  - developing and implementing appropriate questioning techniques that encourage reflection;
  - empowering students to manage their own learning by providing them with thoughtful and ongoing guidance;
  - fostering a classroom atmosphere that encourages the development of a community of learners;
  - demonstrating accountability by using grading systems that are compatible with instructional methods; and
  - monitoring student learning and adjusting instruction appropriately.
- Social studies teaching requires reflective decision-making as events unfold during instruction. *Carpe diem!*
- Social understanding takes time and is facilitated by interactive discourse.

- Teacher and student roles shift as learning progresses.
- Teaching emphasizes authentic activities that call for using content for accomplishing life applications. Social studies concepts should be applied to current situations.
- Students develop new understanding through a process of active construction.

In history, for example, students should be exposed to primary sources and given opportunities to create their own reconstruction of the past.

In the following exercise, high school students must read eyewitness accounts of the battle at Lexington Green and the “shot heard ’round the world” and then write their own account of the historical event. Not only do exercises like this require students to actively construct their own understandings; they also give students insights into the nature of historical inquiry.

Student assignment: Write a description of the fight at Lexington Green using the following eyewitness accounts. Be sure to tell who fired first, and be able to explain why you tell the story your way.

Setting: On April 19, 1775, prior to the outbreak of hostilities in the American Revolution, British troops have left Boston and are marching toward Concord in an attempt to find colonial military stores. At Lexington, they run into a group of colonial militia commanded by John Parker. (The following accounts are taken from Peter S. Bennett’s *What Happened on Lexington Green*.)

Eyewitness 1, Thomas Fessenden, a colonial on-looker:

*At about half an hour before sunrise, . . . I saw three officers on*

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*horseback advance to the front of [the British] Regulars, when one of them being within six rods of the said Militia, cried out, "Disperse, you rebels, immediately;" on which he brandished his sword over his head three times; meanwhile the second officer, who was about two rods behind him fired a pistol pointed at said Militia, and the Regulars kept huzzaing till he had finished brandishing his sword, and when he had thus finished brandishing his sword, he pointed it down towards said Militia, and immediately on which the said Regulars fired a volley at the Militia and then I ran off, as fast as I could. I further testify, that as soon as ever the officer cried "Disperse, you rebels," the said Company of Militia dispersed every way as fast as they could, and while they were dispersing the Regulars kept firing at them incessantly.*

Eyewitness 2, Lt. John Barker, British officer:

*At 5 o'clock we arrived . . . and saw a number of People, I believe between 2 and 300, formed in a Common in the middle of the Town; we still continued advancing, keeping prepared against an attack tho' without intending to attack them; but on our coming near them they fired one or two shots, upon which our Men without any orders, rushed in upon them, fired and put 'em to flight; several of them were killed, we co'd not tell how many.*

Eyewitness 3, John Bateman, a British soldier captured by the colonials:

*Being nigh the meeting-house in said Lexington, there was a small party of men gathered together in that place when our Troops marched by, and I testify and declare, that I heard the word of command given to the Troops to fire, and some of said Troops did fire, and I saw one of said small party lay dead on the ground nigh said meeting-house, and I testify that I never heard any of the inhabitants so much as fire one gun on said Troops.*

Eyewitness 4, George Leonard, a loyalist:

[Mr. Leonard was riding ahead of the main body of British Troops on April 19, when he came across three colonials, one of whom was wounded. He later gave the following account to British General Gage.]

*[I] asked the wounded person what was the matter with him, he answered that the regulars had shot him: [I] then asked what provoked them to do it . . . he said that Some of our pepol fired upon the Regulars; and they fell on us Like Bull Dogs and killed eight & wounded nineteen . . . he said further that it was not the Company he belonged to that fired but some of our Country pepol that were on the other side of the Road . . . all three Blamed the rashness of their own pepol for firing first.*

Eyewitness 5, Capt. John Parker, commander of a company of colonial militia:

*[I] ordered our Militia to meet on the common in said Lexington, to consult what to do, and concluded not to be discovered, nor meddle or make with said Regular Troops (if they should approach) unless they should insult us; and upon their sudden approach, I immediately ordered our Militia to disperse and not to fire. Immediately said Troops made their appearance, and rushed furiously, fired upon and killed eight of our party, without receiving any provocation from us.*

Eyewitness 6, Maj. John Pitcairn, commander of advance British troops:

*I gave directions to the Troops to move forward, but on no account to Fire, or even attempt it without orders; when I arrived at the end of the Village, I observed drawn upon a Green near 200 of the Rebels; when I came within about One Hundred Yards of them, they began to File off towards some stone Walls on our Right Flank The Light Infantry observing this, ran after them I instantly called to the Soldiers not to fire, but to surround and disarm them, and after several repetitions of those positive Orders to the men some Rebels*

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*who had jumped over the Wall, Fired Four or Five Shott at the Soldiers, which wounded a man of the Tenth, and my Horse was Wounded in two places and at the same time several Shott were fired from a Meeting House on our Left upon this, without any order or Regularity, the Light Infantry began a scattered Fire, and continued in that situation for some little time, contrary to the repeated orders both of me and the officers that were present.*

## **Challenging**

Effective social studies instruction should challenge students to think and reach higher standards.

- Students are expected to strive to accomplish the instructional goals, both as individuals and as group members, through thoughtful participation in lessons and activities and careful work on assignments.
- The teacher models seriousness of purpose and a thoughtful approach to inquiry and uses instructional strategies designed to elicit and support similar behavior from the students.
- The teacher requires well-reasoned arguments rather than opinions. The teacher makes it clear that the purpose of such challenge is not to put students on the spot but to help them create new understandings based on engagement in thoughtful dialogue.

## **Understanding Diversity**

Effective social studies instruction recognizes the diverse nature of our world and the existence of multiple perspectives.

- The teacher considers various perspectives in addressing historic and current issues, providing an arena for the reflective development of a concern with the common good, for the application of social mores, and for individual responsibility.

- Students are made aware of potential social policy implications and are taught to think critically and to make decisions about related social issues.
- The teacher encourages discussion of opposing points of view, respect for well-supported positions, recognition of cultural similarities and differences, and a commitment to social responsibility and action.

## **Using Technology Effectively**

Computers are playing an increasingly pervasive role in American society and must be recognized in social studies classrooms. As both a topic and a method of instruction, the potential impact of computers on social studies teaching seems immense. However, the extent to which this potential might be fully realized in the classroom has not been sufficiently explored. Computer-based learning and the use of the Internet for resources have the potential to facilitate development of students' decision-making and problem-solving skills, data processing skills, and communication capabilities. Through the computer, students may gain access to the world and broaden their exposure to diverse peoples and perspectives.

Computer activities include drill and practice, tutorials, educational games and simulations, database management and manipulation, word processing and writing, graphing, and multimedia presentations.

- **Drill and Practice, Tutorials, and Study Guides**  
These computer applications, which typically require students to recall information, have been among the most frequently used programs in social studies. While they may facilitate the practice of social studies skills and the application of knowledge, they have been criticized for detracting from

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students' understanding of social studies as process rather than simply as content to be memorized.

- Games and Simulations

The benefit of simulations is that they allow students to engage in activities that otherwise would be too expensive, dangerous, or impractical to conduct in the classroom. Simulations facilitate the development of students' problem-solving skills and place students in the role of decision-maker. In conjunction with higher-level thinking skills development, simulations expose students to information that may expand their knowledge regarding the content area.

- Databases, Graphics, and the Internet

Among the most frequently cited rationales for integrating computers into the social studies curriculum is the belief that this technology encourages problem solving and facilitates inquiry-driven approaches to learning. From the elementary through the college levels, database projects have been the foundation for problem-solving activities involving computers. As a result, the use of computer databases, especially with the growth of the Internet, has been an expanding area of computer-assisted instruction in the social studies.

Computers also have been utilized to facilitate interaction with primary source documents and to aid the retrieval of raw historical data. Student access to the Internet can provide a multitude of social studies materials and references. Databases have been especially useful for managing the extensive knowledge base in the social studies. They foster students' development of inquiry strategies through the manipulation and analysis of information. However, students must learn to examine these materials as critically as they do others.

The computer is a potentially valuable visual aid that can diversify a teacher's presentation of information. Graphics are particularly useful for organizing extensive data into manageable visual representation, and they are a useful tool for accommodating diverse learning styles. Students may develop critical thinking skills as they analyze nontextual visual images and acquire skills in interpreting maps and graphs. The graphics program is used in conjunction with word processing, a spreadsheet, and a database. In the process of creating brochures, short history books, and crossword puzzles, students engage in a greater amount of student-teacher interaction. Concurrently, students develop their teamwork and problem-solving skills and are encouraged to become active rather than passive learners. Students learn to reach conclusions based on facts and to integrate social studies concepts.

### **Word Processing and Writing**

Whereas social studies teachers previously utilized word processing programs to develop students' writing skills, electronic mail networks via the Internet are evolving as an instructional aid and are assuming a more prominent role as a tool to enhance students' writing abilities. Students can access global information and develop cross-cultural relationships through international pen pals.

### **Using Local Community Resources for the Teaching and Learning of Social Studies**

Over the past decades, teachers of social studies from across the nation have rediscovered the value of the local community as a resource for the teaching of social studies. Their students have equipped themselves with video cameras and note pads, have located and interviewed senior citizens, and have recorded a wide variety of stories never before documented. Thanks to alliances with downtown business organizations or local

*The administration of justice is the firmest pillar of government.*  
—George Washington

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historical societies, students have gone on architectural walking tours of downtowns and learned to read the history of their community as evidenced in its “built environment.” Combining such explorations with investigation of historical photographs, newspapers, or business records, students have produced publications, exhibits, and plays to tell the story of their community and its place in the nation.

This resurgence of the importance of local history in schools is a reflection of a much larger interest in community history that has been growing in American society at large in recent years. As families become more transient and societies more rootless, community history endeavors assume greater importance in providing individuals with a stronger sense of identity. What was once passed on from generation to generation among extended families or by community “elders” must now be transmitted in an institutional manner, if it is to be passed on at all. In addition, once-rural landscapes and once-isolated towns are becoming overwhelmed by suburban sprawl, shocking citizens into realizing that what was once seen as “unchanging” may well be transformed tomorrow.

Further, working with local resources may rectify the imbalance in the way social studies, especially history, has conventionally been taught. So often, such courses have focused on trends, issues, and key figures of national significance to the neglect of the everyday experiences of ordinary men, women, and children in towns across the State and the nation. Yet such people contributed to the creation of our history, economy, and culture. They were shaped by the environment around them, and they in turn shaped it.

Another reason for the increasing popularity of using local resources is that teachers have found that these resources make social studies more interesting. They can literally make social studies more tangible to students and more closely related to the people and places they know. In addition, such resources can

provide innovative teachers with an almost endless supply of teaching materials and ideas, which can be crafted to suit the needs of the curriculum and the interests of students.

It should be underscored that focusing on local issues is not an end in itself. Instead, these issues must be connected to the development of critical thinking skills and to the criteria for intellectual integrity. Further, the emphasis on local concerns should be connected to larger themes of the social studies curriculum. Students need to see how their community and their own lives have been shaped by larger trends and ideas. For that to happen, students must also learn to notice what is at their feet and not just what is on the horizon. Teachers need to be bridge builders, continually connecting in a meaningful manner the history, government, geography, and economics of the school’s community to the larger trends and issues of the nation and world.

### **Types of Local Resources**

What kinds of community resources might teachers use to accomplish such goals? Excellent introductions can be found in *Nearby History: Exploring the Past around You*, by David Kyvig and Myron Marty; the Teaching with Historic Places series of materials by the National Park Service; and *Using Local History in the Classroom* by Fay Metcalf and Matthew Downey. In South Carolina, the middle school text *African Americans and the Palmetto State* and the South Carolina Black History Calendar are useful additional resources. The South Carolina Geographic Alliance has produced South Carolina Interactive Geography, a CD-ROM that will be useful the classrooms. Teachers are urged to contact the South Carolina State Museum in Columbia as well as other organizations listed in chapter 6.

As a sample of the types of local resources that teachers may use, the following are offered, along with brief descriptions of how they may be used and why.

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- **Oral History.** Oral history can be an invaluable way to learn about the history, culture, economy, or politics of the community. It is not an end in itself but should be seen as one method of gathering evidence. By interviewing persons firsthand, students encounter social studies in a personal manner and may well experience the complexity of social studies as they hear differing accounts of the same events. Since so much of history, especially that of everyday people, has not been written down, oral history offers students the opportunity to record important experiences, traditions, stories, and points of view. Thanks to technology, such documentation can be digitized for archival purposes or easily edited into a range of school print or media productions. In the 1970s the Foxfire program in Rabun Gap, Georgia, pioneered oral history in schools, and its newsletters, books, and plays offer excellent case studies for reference. South Carolina's Downtown Development Association has helped develop oral history programs with local businesses, and many historical organizations have established partnerships with schools.
  - **Artifacts.** Whether contemporary or historical, artifacts make social studies tangible and can be used to decipher a story. By definition, artifacts are objects made by people. They are, therefore, products of a specific culture and economy that students can discover by asking questions in a systematic way. One set of questions encompasses five basic properties of artifacts: history, material, construction, design, and function. To identify the artifact's history, students may ask: Where and when was it made? By whom? For whom? Why? Have there been alterations? Who might have owned it? In terms of material, students may ask: Is it made of metal, glass, plastic, or wood? For construction: is it handmade or machine made? Locally made or foreign? What about its design? What about its structure and form? Does it have utilitarian functions as well as symbolic ones? What aesthetic purposes might it serve?

Answers to these questions should not stop there but should lead to discussions and conclusions about the society, culture, location, and economy that produced the artifacts. While asking these questions about one artifact, students could also address a collection—of toys or of cooking ware, for example—and make conclusions about cross-cultural comparisons or change over time.

- **Photographs.** Providing literally a snapshot of the past, photographs are among the most useful resources. They can help us understand the character of a place or a people; they can show details of buildings, clothing, landscapes, or personal expressions; and they can convey the ambiance of a period—how things appeared together in relationship to one another, the *tout ensemble*. Further, it is often difficult for students today to visualize ways of life in the past, so photographs provide them with visual cues that help them imagine what it was like. In the study of social studies, photographs can be “read” in systematic ways to learn about society, culture, geography, politics, technology, or the economy. Some schools have combined historical photographs of their school or of a street corner or business with city directories and oral histories to show change and continuity over time. In Beaufort, South Carolina, for example, innovative teachers and students at the Lady's Island School have produced a fascinating calendar of historical photographs of their community over time.
- **Buildings.** Though often taken for granted, buildings perhaps serve as the most visible evidence of change and continuity in our community, both in itself and in its relationship to the wider world. They tell us of architectural styles and aesthetic values, of financial costs and economic choices, of technology and science, of labor and management, and of people and how

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they lived and worked. Almost all communities have historical buildings of some sort, and the study of them takes students back into the past and helps them connect those buildings to the styles and trends of the nation at large. Modern buildings can also be studied in the same way. For example, a convenience store—complete with its gas pumps, easy access, and look-alike architecture—can be investigated as a piece of evidence of contemporary America.

To analyze a building, a range of questions may be addressed. Organizations such as the Historic Columbia Foundation, the Historic Charleston Foundation, and Drayton Hall offer guides to architectural styles that may help in such investigations. Students might begin with the basics. What is the identity of the building? What is its name? Where is it located? When was it built? For what purpose? They might look at its history. Has the building been changed? How is it different from or similar to other buildings? They could also consider its architecture. Is it of a vernacular or a formal style? If the latter, of which type? What does it tell the viewer about the aesthetic values of the owners and of that period?

Students should also investigate the site. What is the physical geography of its location, and how does the building relate to it? For example, what is its relationship to rivers and roads or the site's topography? How is the site landscaped today, and are there vestiges of its historical landscape? In terms of technology, students may ask about how the building is constructed and supported. How are heating, ventilation, lighting, and sanitation provided? Are the building materials local or imported? To learn about economics, students may ask whether the building appears to have been expensive or not so expensive in its time? Who might have been paid for it? How do the size, building materials, architectural style, degree of ornamentation, and interior design illustrate economic choices?

Lastly, what about the people associated with the building? Did people live or work there? Who might those people have been, in terms of class, status, and age? What would have been their jobs or routines of daily life? By piecing together answers to such questions, students can be led to draw interpretive conclusions about the local society, geography, culture, and economy of which the building is a part and to connect the results to the larger trends and issues being studied in the curriculum.

- **The Environment.** While buildings may be the most visible of resources in local communities, the environment is among the most influential yet perhaps the most overlooked. The patterns of settlement of any town are very much the product of the environment. Environmental studies can help students understand why and how things developed and thus give them new views into the past.

Simple questions can lead to new ways of thinking. Choose any town and ask why it is located where it is and how environment shaped the decisions. Why was Charleston, South Carolina, founded where it was? How did its environment of lowlands and waterways both contribute to and hinder its development? Why was Summerville established in its location (on a ridge)? Did its location have any effect on why it was named Summerville? What about Summerton? (Answers to those last questions connect health, history, and geography.) Was Greenville named for a person or for its verdant landscape? Why is Columbia sited as it is? Since it is on a major river in the State, why did it not become an inland port city, as did Richmond, Virginia, on the James River; or Alexandria, Virginia, on the Potomac; or Albany, New York, on the Hudson? What effects

*Government is a trust, and the officers of the government are trustees, both the trust and the trustees are created for the benefit of the people.*

—Henry Clay

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did that lack of access to the sea have on the settlement of upstate South Carolina?

Trying to answer such questions about local waterways and other environmental features and their effects can lead students to other basic questions. Why, for example, is a particular region flat, hilly, or mountainous? What in the geological past happened to form those particular geographical features? Why, for example, is almost half of the State flat? When did this occur?

In helping their students answer such questions, teachers may take the class back into time to get the students to imagine previous landscapes. Thanks to the research of historians, archaeologists, historical geographers, and geologists, teachers can select one place and provide snapshots of its development back into time, as if a movie were running in reverse. South Carolina's capital city, Columbia, may serve as an example. If students were to "time travel" five hundred years into its past, what kind of landscape might they see? According to natural historians and archaeologists, they would look out over vast stretches of forests as far as the eye could see, with a few clearings marking settlements of Native Americans, especially along the rivers.

If students were to travel far back into Columbia's geological past—say, to the Late Cretaceous Epoch, about eighty million years ago—what would they see? Geologists tell us they would be looking along a shoreline with low mountains gently sloping to the Atlantic Ocean. Pine trees and flowering plants would be growing on the hillsides, including a tree whose bloom students would readily recognize, the magnolia. Students might see duck-billed dinosaurs walking among forests, and just off the beach would be lurking the great white shark and its much larger relative, the giant white shark, along with crocodiles and many fish.

If a teacher in Summerville performed a similar exercise, taking her students back about a million years ago, they would see the ocean lapping against the dune ridge that has now become Summerville. On the land they would see scores of large mammals, many of them now extinct—camels, mammoths, mastodons, bison, sloths. In the rich and shallow seawaters they would see whales, porpoises, sharks, and fish in abundance.

By working with geologists, geographers, archaeologists, historians, and others in such ways, teachers can look anew at their own environs and help bring history and geography together for their students. By asking large questions of small places and by getting assistance from others, teachers can help students paint fascinating tableaus connecting life then with life now.

- **Archives, Libraries and Written Records** - Written records provide the most conventional source of evidence in local communities. Old newspapers, city directories, maps, censuses and other documents serve as primary sources for the research of local history and culture. City directories, for example, provide names of residents and businesses by street address, enabling teachers and students to trace the social and economic development of a specific site or neighborhood over time. Chamber of Commerce or other business records provide excellent indices into the evolution of the local economy and its relationship to national trends.

Recorded each decade since 1790, United States manuscript censuses list members of households by name, age, race, occupation, and other categories, and those from 1790 to 1920 are available for research in many libraries and local archives. In the year 2000 the census of 1930 became available. In African-American history, the censuses after emancipation—

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that is, those of 1870 and 1880—are especially significant because they provide the surnames that families officially assumed after emancipation, as well as other information about family composition and occupations.

Historical newspaper accounts can be used to make historical events seem like “news” and enable students to see things from the perspective of the times. Such exercises are important if students are to learn to disengage themselves from present-day assumptions and to see more objectively from the differing points of view of the past. Finally, these written records that have been cited, along with others available in archives and libraries, can be combined with one another and with the other community resources described earlier. Students can experience social studies close up and to step back and paint a picture of their community and its context over time.

- **Museums and Historical Organizations.** Across the State, museums and historical organizations are developing programs for schools that extend far beyond the conventional field trip. They are working with schools to produce curriculum-based programs that help teachers meet specific objectives and that are usually interdisciplinary.

For example, school programs at the Catawba Indian Cultural Center in Rock Hill interweave history, natural history, and Native American culture. The Penn Center—a institution founded in 1862 on St. Helena Island by northern abolitionists to teach self-sufficiency to former slaves—today has a museum, a conference facility, educational enrichment programs for children, and an early childhood “at risk” family initiative.

In Summerville, one teacher enriched a course in geography by using the Francis Beidler Forest, a wildlife sanctuary of the National Audubon Society in Dorchester County, South Carolina. While the forest is known for its natural history and

biology offerings, this teacher used the migrations of birds through the forest as the focus and had his students learn geography as they traced the migratory routes of the birds from Canada through the Francis Beidler Forest to South America and back.

Whether the principal focus of the museum is history, art, natural history or otherwise, museums are increasingly becoming interdisciplinary. Perhaps Larry Henry, president of Brookgreen Gardens near Murrells Inlet, South Carolina, described this recent trend best when he said, “The land is a repository for telling a story. Most institutions are about animals, history, or plants. We are about the place. What we want to show is how all these things fit together.”

In order to achieve these more cohesive objectives, museums are looking to build alliances with schools,

*Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law or submit to the penalty.*

—Chief Joseph of the Nez Perce

businesses, downtown associations and local citizens groups. No longer can they afford to operate independently, for time and financial resources are at a premium, and both museum professionals and teachers realize that together they can craft more effective educational programs. City school systems in partnership with museums have developed courses for teachers to help them learn to use local community resources to enhance their teaching of social studies. In addition, museums and historical organizations are producing social studies kits that schools may rent or buy. These institutions and agencies also offer programs in which their staff members visit schools or help produce walking tours or oral histories of neighborhoods and business districts.

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- **Service Learning.** Another way to make social studies come alive for students and to introduce them to the moral and ethical responsibilities of citizens and neighbors is through service learning. Students across South Carolina from kindergarten to the twelfth grade are involved in service learning programs as tutors, conservationists, public opinion pollsters, peer mentors and helpers, museum docents, farmers, and assistants to the police department, fire department, and other public agencies. Since 1992, South Carolina has been recognized as a leader state in service learning—an educational strategy linking community service with the social, personal, and academic needs of students. Students help develop their communities and strengthen their own learning experience, while community members benefit from student work and become more involved in their local schools.

Service learning provides young people with opportunities to use newly acquired academic skills and knowledge in real-life situations in their own communities. For example, high school students planned and performed renovations on a donated building in an impoverished area of their community to create a new community center for young and old alike. Middle school students explored farming possibilities in science class and offered their services to local farmers by testing the market for a worm farm and a shiitake mushroom farm.

Along with personal, social, and intellectual growth and preparation for the world of work, one of the goals of service learning is to build an understanding of citizenship in a democracy and an understanding of the responsibilities of the individual as a member of a community and a society. One high school activity directly related to civic participation, for example, involves students working a designated number of hours with voter registration. Students assist prospective voters with paperwork for registration and serve as poll workers

following classroom study of the why and the how and the history of voting within the United States.

The list of partnerships could go on, but suffice it to say that if such endeavors are to be successful, they must be efficiently interwoven into the curriculum so that students learn about the local and personal at the same time that they learn about the far away and abstract. By teachers' utilizing this two-pronged approach, it is hoped that students will learn more about who they are, where they came from, where they are going, and what their responsibilities will be in the future world that they will help to forge.

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*Hold up the glories of thy dead;  
Say how thy elder children bled,  
And point to Eutaw's battle-bed.  
Carolina! Carolina!*

—Henry Timrod

